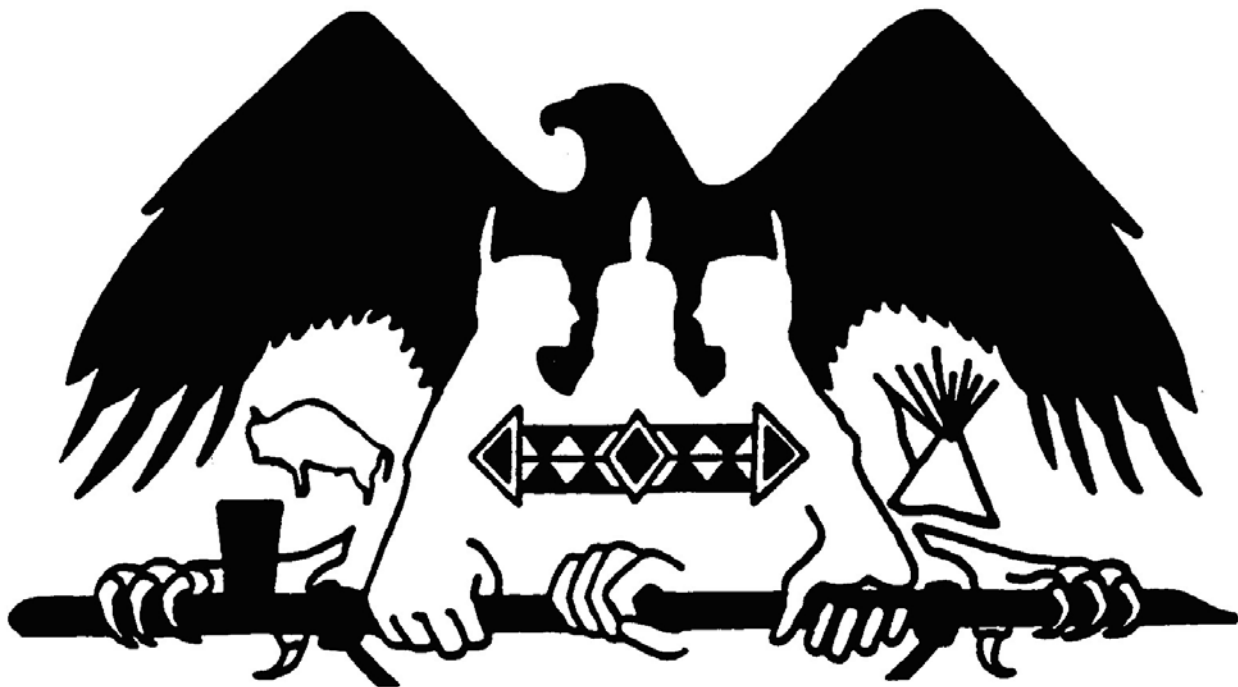




# Earth People

## UNIT TWO

Utes Are Part of Our Community



FIRST GRADE



Dear Parent,

We are studying Ute Indians in First Grade. We will be learning about what a Ute community is like, what jobs Utes do on the reservation, about the peace leader, Tabby, how Utes taught their children not to talk to strangers, and a game called Shinney that is a little like hockey.

We would encourage you to talk with your child about what they are learning about Utes. Utes live in our communities, our state was named for them, our past was affected by them, and our future as a state will be influenced by them.

If you have stories about Utes, or Indian objects that we could display in our classroom, we would welcome them.

Thank you

Your child's teacher

## JOBS UTES DO

### Core Curriculum:

Healthy Lifestyles—7010-0403, 7010-0503  
Social Studies—6010-0104

### General Objective

Be informed of jobs Utes do in their community.

### Materials Needed:

Needed for Ute Community

crayons	“Decals”	"Walls for Building”
scissors	“Car Pattern”	“Roof for Building
glue	“Van Pattern”	“Community Worker”

Needed for Parade

Instructions for Making a Parade Float	
plastic lids (optional)	Parade Float Pattern
plastic straws (optional)	Workers for the Parade Float

### Vocabulary

community

### Concept

### Activity

### Materials Needed

### For the Teacher:

The Ute tribes provide as many jobs for Utes on the reservation as possible. The more Utes have jobs on the reservation, the more they can stay on the reservation and be a viable part of the community.

It takes a class period to make the Ute community with vehicles and buildings. It takes a second class period to make a Ute float, and have a parade through the town. You may want to do it as part of this lesson, or as a part of the review to help show what the students think Ute communities would be proud of.

### For the Student:

Have you seen a mailman come to your house? Have you seen a policeman? Or a fireman? These are community workers in our city/town. We are going to learn about some Ute community workers.

**Lesson:**

On the reservation, Utes are the community workers. Some workers are secretaries, committeemen, telephone linemen, cooks, teachers, and many other jobs.

They may work at the Tribal office, Health Service, Headstart, Community Center, or Education Center. [Show “Community Workers.”]

The secretaries work at the Ute Tribal offices. Doctors and dentists work at the Health Service. Utes play games at the Community Center. Preschoolers go to Headstart. The library and computer education are at the Education Center.

We are going to make a Ute town. Each of you will get to choose what kind of Ute community worker you will pretend to be. If you choose to be a policeman, for example, you might make a police car or police headquarters. So, some of us will make buildings. Some of us will make cars. We will draw people. [The car, van, and building have signs (decals) that can be cut out and glued on. The student can therefore make a police car, ambulance, Health Center, etc. through the town. Optional activity—students can also draw community workers on the “Workers for the Parade Float”.]

Review instructions:

Cut on line

Fold on dotted line

Glue on G tabs

**Optional Activity:**

A parade float pattern is also provided. Students can put people they have drawn on the float. Then the class can have a parade through the town.

**Materials needed:**

“Instructions for the Parade Float”

“Parade Float Pattern”

“Workers for the Parade Float”

plastic lids, plastic straws

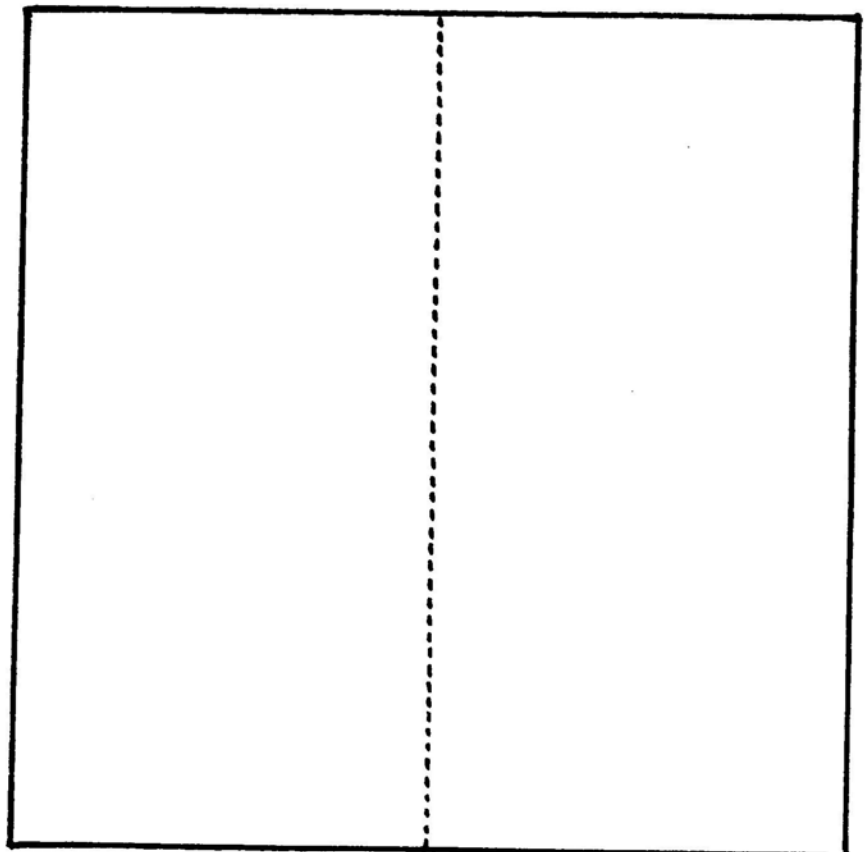
“Decals”,  
“Roof for  
Building”  
“, “Walls  
for  
Building”  
“, “Car  
Pattern”,  
“Van  
Pattern”,  
crayons,  
scissors,  
glue

Optional:  
“Workers  
for the  
Parade  
Float”

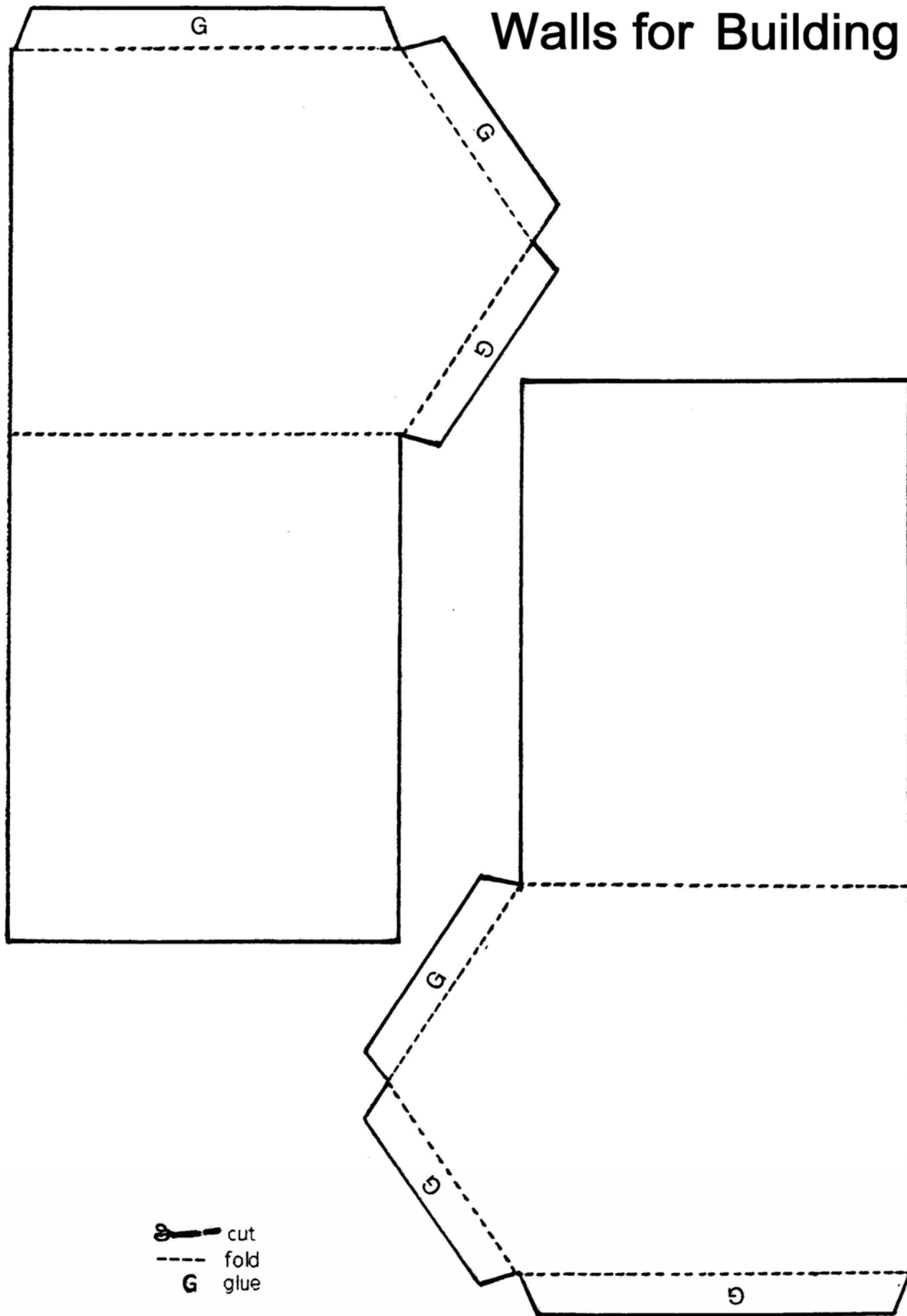


# Roof for Building

and a few more DECALS



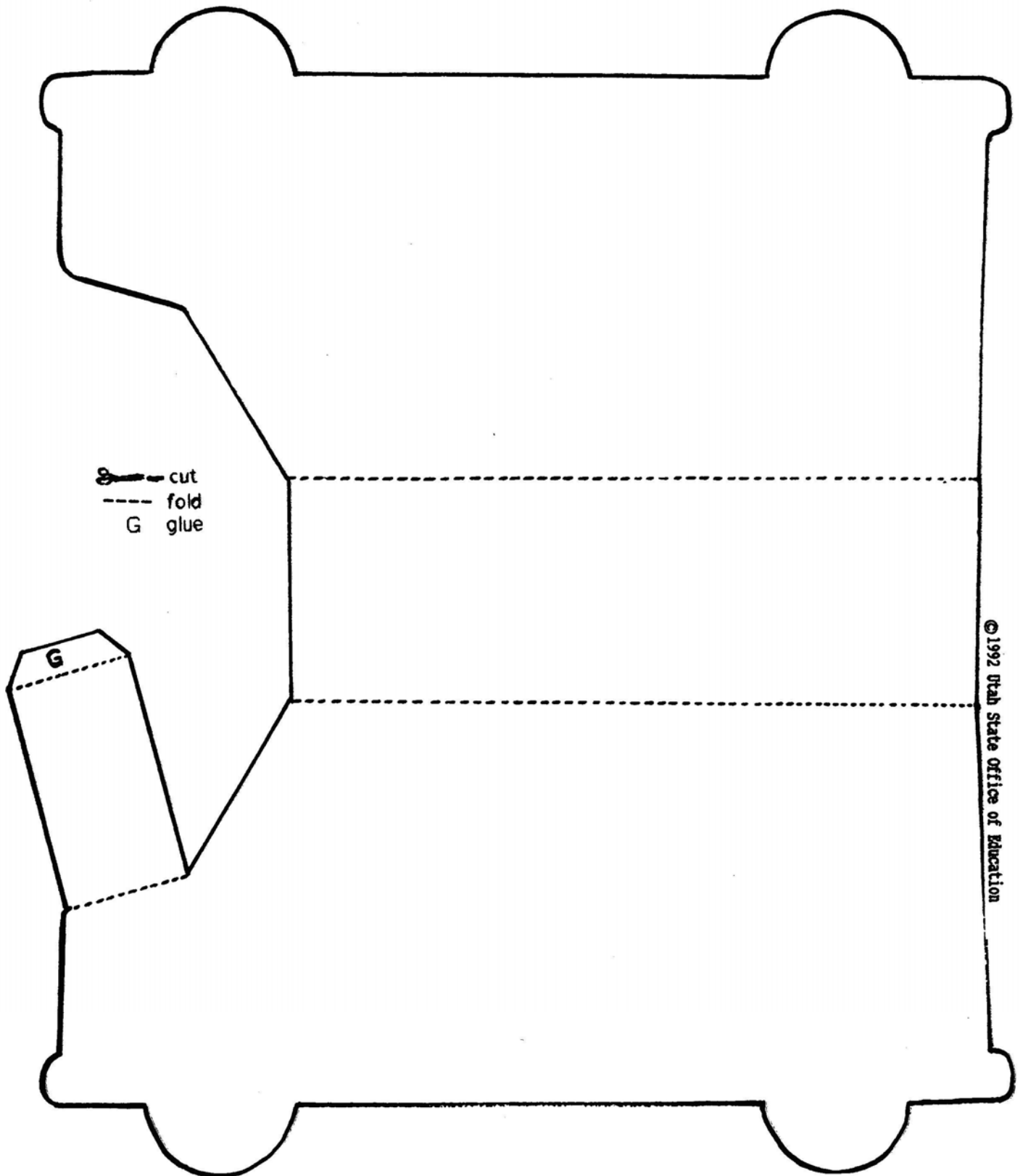
# Walls for Building



# Decals

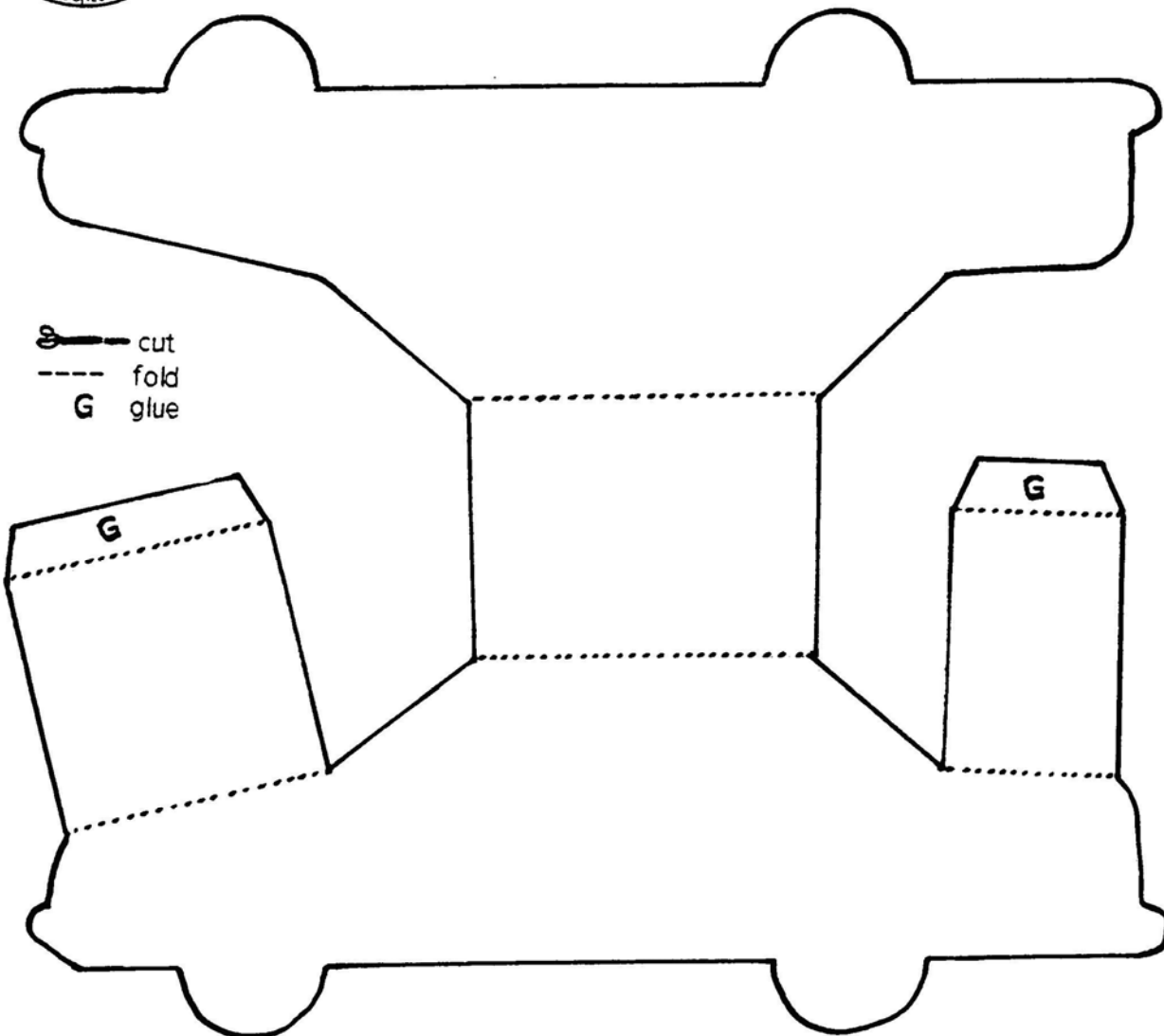


# Van Pattern



# Car Pattern

and a few more DECALS



# UTE COMMUNITY SERVICES

## UTE MOTOR POOL

The Ute Motor Pool has more than 250 vehicles. They do their own maintenance and repairs.



**VAN**  
used for trips



**AMBULANCE**



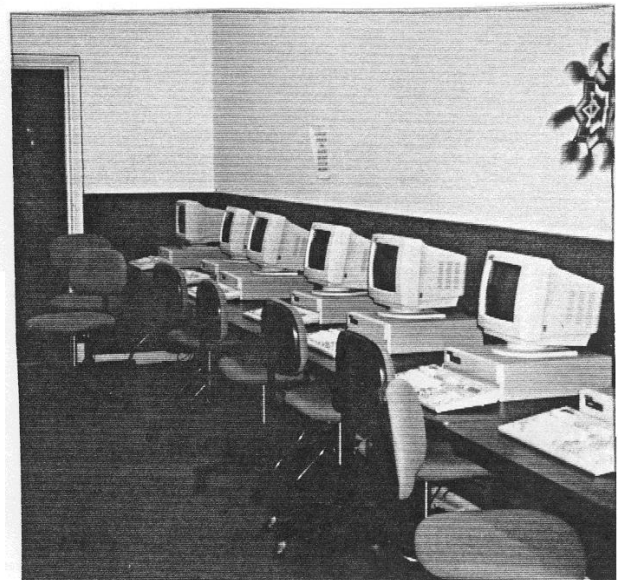
**TRUCK**  
especially useful  
for back country



**UTE LIBRARY**



**BUS**  
can be a school bus, or  
can be used for Elders, etc.



**UTE COMPUTER LAB**



# COMMUNITY WORKERS



Woody Cesspooch  
Motor Pool



Captain Jeanotte and his deputies



Crystal Jenks



Charlene Poulson  
Ute Librarian



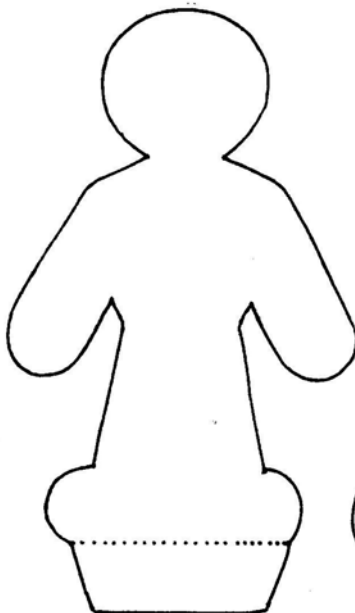
Jane Taveapont  
U.B.C. Office



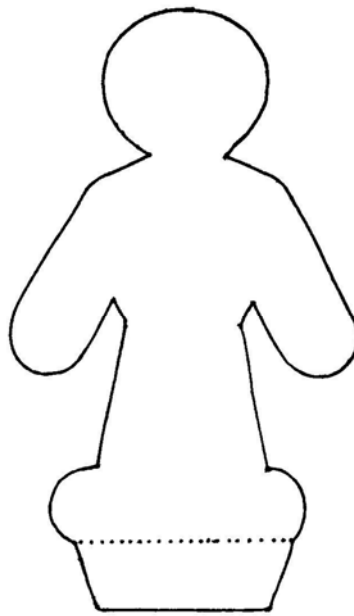
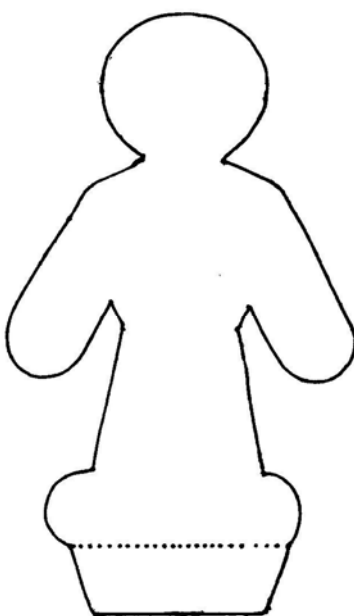
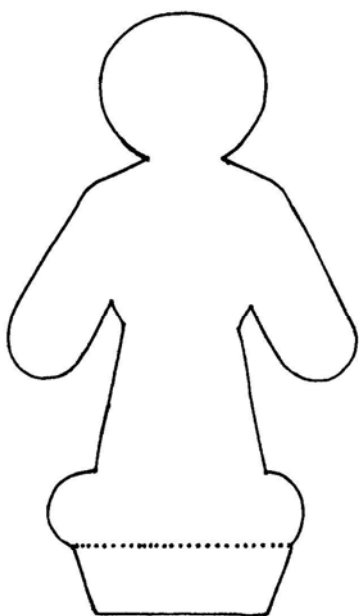
# WORKERS FOR THE PARADE FLOAT

Draw pictures of workers for your parade float.

I am a Ute policeman.  
I help keep people safe.  
I protect you on the  
reservation.



I ride on the Ute Ambulance.  
If someone gets hurt, I hurry to help them.

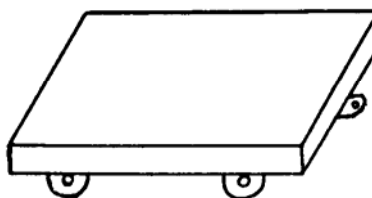




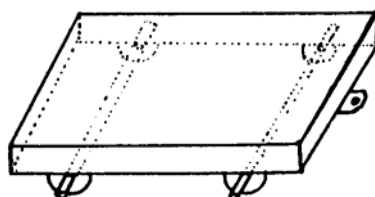
## INSTRUCTIONS FOR MAKING A PARADE FLOAT

Students can make a parade float, then put Ute community workers on it. Then the class can have a parade through their paper community.

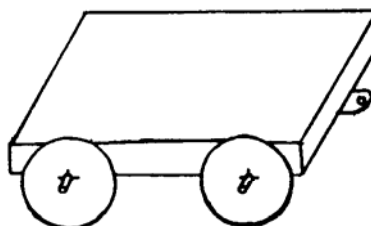
To make the float, cut out your pattern on the solid line. Fold on the dotted lines. Glue the tabs on the G to make the float stay together. When you are done, it will look like this:



Punch holes through the attached wheels and the tongue. Put a straw through the front attached wheels. Put a straw through the back attached wheels.



Put a lid on each end of each straw.

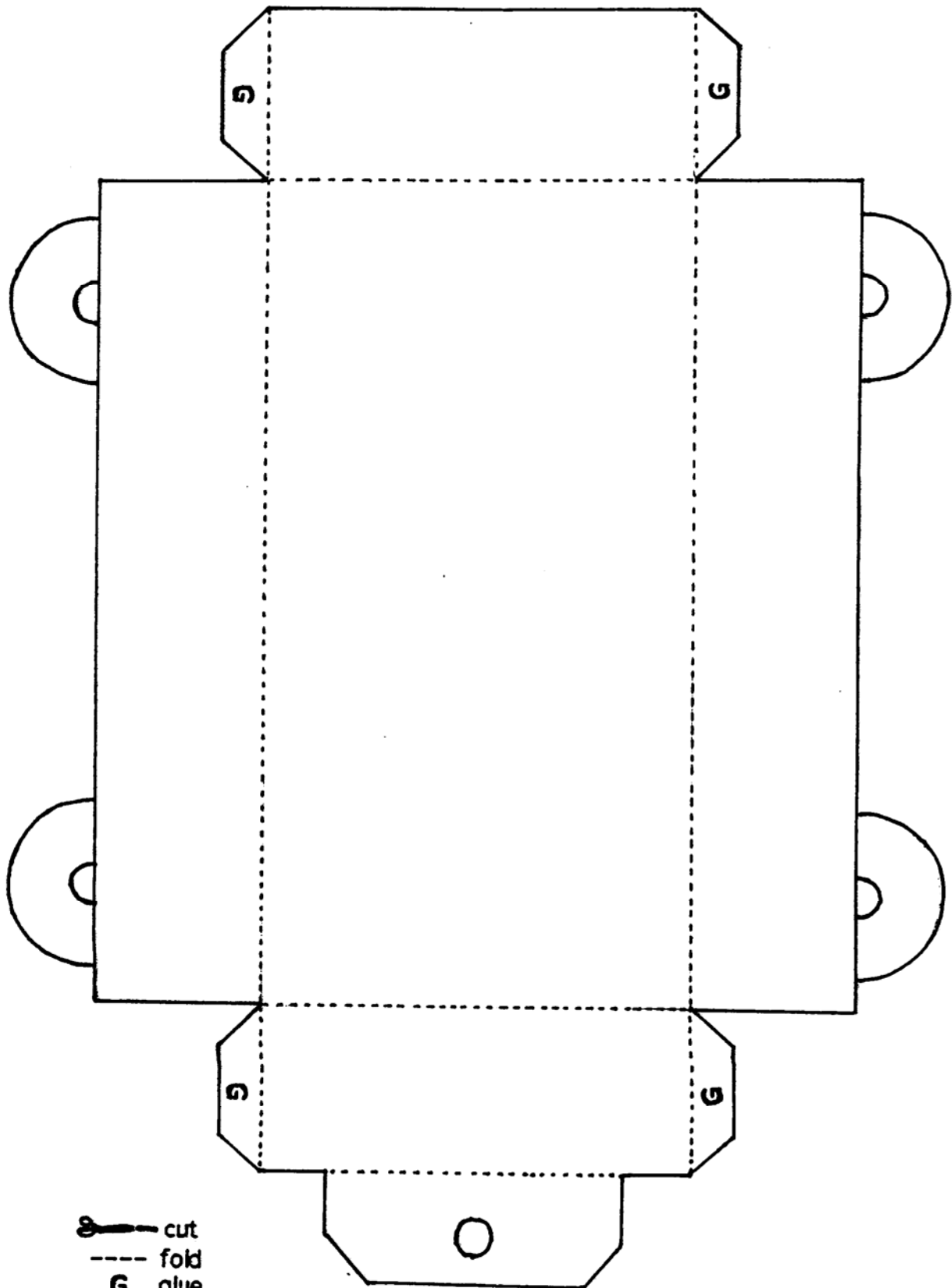


Each straw can be snipped twice at each end. Bend back the snipped end pieces to hold on the lids.



Tie a string to the tongue to pull the float. Have fun!

# Parade Float Pattern



## UTE COMMUNITY ACTIVITIES

### Core Curriculum:

Healthy Lifestyles—7010-0102  
 Language Arts—4010-0702, 4010-0703  
 Social Studies—6010-0106, 6010-0104  
 Visual Arts—1010-0104

### General Objective

Be aware of many Ute community activities

### Materials Needed:

crayons  
 list of class names  
 “Our Class Newspaper”  
 “Pictures for Ute Newspaper”

Note: a special edition of the Ute Bulletin is included in this set of Earth People.

<u>Concept</u>	<u>Activity</u>	<u>Materials Needed</u>
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### For the Teacher:

The Utes receive newspapers from their tribe, telling of coming events, tribal issues, and community activities. Utes are very involved with their newspapers, writing letters, putting in ‘thank-yous’, and birthday wishes, etc.

### For the Student:

Each Ute tribe has a newspaper. Today we are going to make our own newspaper.

### Lesson:

#1 Box

Ute newspapers have names. The Northern Ute newspaper is the Ute Bulletin. The Southern Ute newspaper is the Southern Ute Drum. The Ute Mountain Utes newspaper is the Ute Mountain Ute Echo.

Let’s choose a name for our newspaper.

#2 Box

Utes have a Float each year in the “Days of ‘47” parade.

“Our  
 Class  
 Newspaper”

Design a float for the Utes, and draw a picture of it.

“Pictures of Ute Newspaper”,  
crayons

#3 Box

The Northern Utes have a Pow Wow on the Fourth of July. Many Utes wear fancy dress for Ute dance competitions.

Draw a picture of a Pow Wow.

#4 Box

Ute newspapers congratulate students for good school work. Graduates are honored at a dinner, and the newspaper publishes their pictures.

Choose names from your class for the Honor Roll, Good Workers, and Good Helpers.

list of class  
names

#5 Box

Read the Ute Message together

#6 Box

Ute newspapers carry personal messages telling friends and family members how proud they are of them.

Choose a friend to send a message to. Write the friend's name in the blank, then draw a picture of the friend. At the bottom, write what you like about your friend. [Students could be assigned someone to write about: another student, parent, school worker, etc.]

crayons

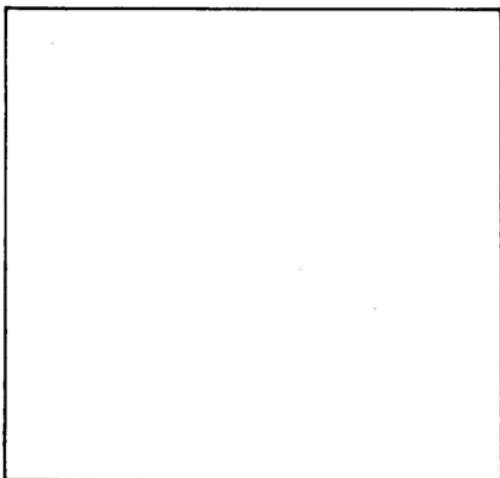
\*It is effective to display these newspapers in class or in a hall before they are taken home.

Box 1

# Our Class Newspaper

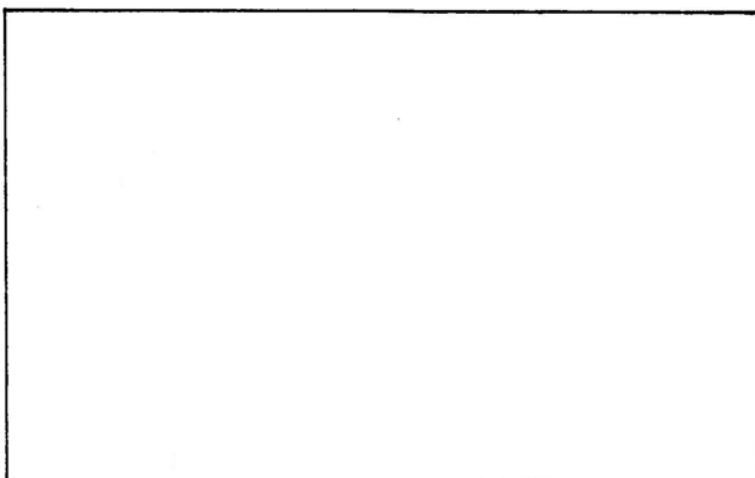
Box 2

Utes have a  
float in the Parade.



Box 3

The 4th of July PowWow  
is the best ever.



Box 4

We are proud of  
our students.

Honor Roll

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Good Workers

---

---

---

Good Helpers

---

---

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Box 5

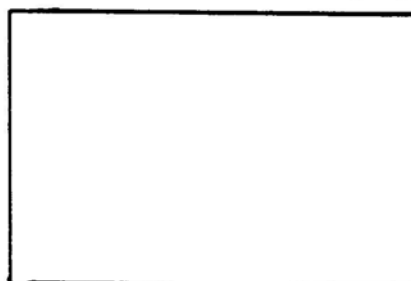
Special Message  
from the Utes

We are proud  
to be Utes.  
We want you  
to know about  
us. We are  
your friends.

Box 6

Thank you for  
being my friend.

Friend's name:



I like you because

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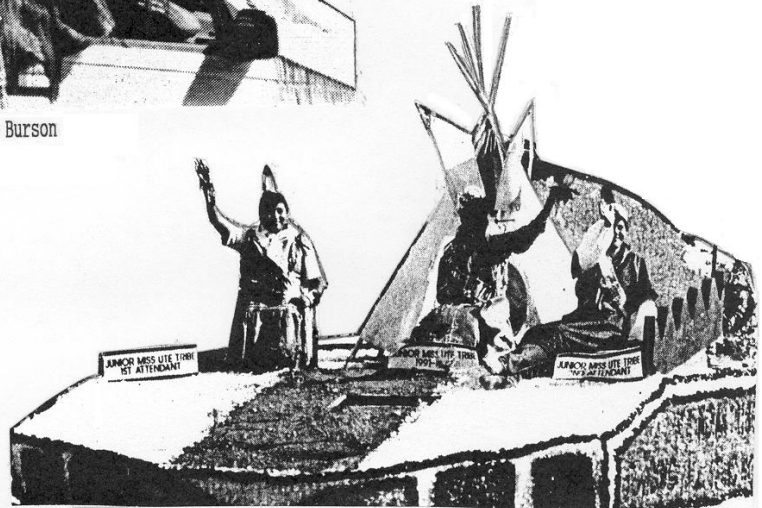
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# PARADES



Miss Ute Tribe Pearlleen Ridley and Jillian Burson participate in the Southern Ute Fair. Ute Bulletin, Sept. 24, 1991



SUPERIOR - The Tribal Float took honors during the UBIC Parade. The riders are the Jr. Miss Ute Tribe Royalty. (L to R) Danyal Reed Jr. Miss Ute Tribe, Manya Navanick, 1st attendant; Cheryl Myrick, 2nd Attendant. Ute Bulletin, Aug. 13, 1991



photo courtesy of Ken Gumbert

Ute Bulletin Aug. 1991



TRIBAL FLOAT: "An Old Ute Trail - Now the Day's of '47" rounds the Brigham Young Monument corner onto Main Street for the Day's of '47 Parade. (L to R) Delson Rivers and Stephanie Murray represent the modern world we live in. Tribal Councilman, Clifford Duncan and Pearlleen Ridley, Miss Ute Tribe 1991-92 represent the traditional world, and the cradleboard represents our future generation.



# POW WOW



Ronalda Reed, Brandy Navanick, Rondra Murray



Kerry Cesspooch



Alise Jacket, Rita Jacket



Ute Bulletin, Sept. 24, 1991

Miss Ute Tribe [Pearleen Ridley] dances to the music of Northern Host Drum, Kicking Woman Singers.



# 4TH OF JULY POW WOW



Sooki Ridley, Little Miss Ute



Indians come from many states to dance at the Pow Wows. Leroy Mulu Wetomkupchim came from California. Greg and Thomas McCloud are with him.



Families come to Pow Wow. They sit under the big arbor circle and watch the dances in the center. This is Curtis and Loya Cesspooch and their children Thomas, Daniel, Kerry, the twins Cory and Cody, and the baby Danell. Kerry is wearing her jingle dress because she was just in a dance.



photo courtesy of Ken Gumbert



# TABBY

## Core Curriculum:

Healthy Lifestyles—7010-0104  
Language Arts—4010-0104, 4010-0105  
Social Studies—6010-0204

## General Objective

Recognize Tabby as a great peace leader.

## Materials Needed:

“Tabby” (story)  
“Tabby” (picture)  
crayons

## Vocabulary:

treaty, reservation

### Concept

### Activity

### Materials Needed

## For the Teacher:

Tabby-to-kwanah’s name meant “Sunrise.” Usually, he was called Tabby, “the Sun”. His band spent the summers in a valley called Tabiona Valley, at the foot of a mountain called Tabby Mountain. The Town of Tabiona was named after Tabby and his daughter Ona. After his band was moved onto the Uinta Reservation they stayed three years, then they moved back to the Tabiona Valley. The pioneers knew him as the Peace Chief of the Utes.

## For the Student:

Have you even known someone who was kind and nice? We’re going to read about a Ute leader who was kind and nice, and worked hard for peace.

## Lesson:

[Read the story.]

“Tabby”  
(story)

## Review Questions:

1. Who led the Utes onto the reservation?
2. How did Tabby help keep the peace?
3. If Tabby had not worked for peace, what might have happened?

Students color “Tabby” (picture).

“Tabby”  
(picture)  
crayons



TABBY

## Tabby

Tabby was a great man long ago. People liked him. His band chose him to be their leader. He signed important treaties. He helped his people to go to the reservation after a terrible war. Many times when some people wanted to fight, he talked them into peace. He helped his people be strong. He lived to be 104 years old. There is a mountain named after him.



© 1992 Utah State Office of Education

Courtesy of the Utah State Historical Society

**TABBY**

## CHILD SNATCHER

### Core Curriculum:

Healthy Lifestyles—7010-0502, 7010-0103

Language Arts—4010-0402, 4010-0403, 4010-0405

Social Studies—6010-0103, 6010-0104, 6010-0105

### General Objective

Be aware of a Ute folktale, “Child Snatcher,” that teaches children to be safe from strangers.

### Materials Needed:

“Child Snatcher and the Boy” (story)

“See-atch and Ah-Puch” (drawing)

crayons

### Vocabulary:

howl, peer

### Concept

### Activity

### Materials Needed

### For the Teacher:

Utes didn’t “discipline” their children. They told them stories to teach them Ute values. Usually the stories were told in the tipis during winter. Usually a story teller would visit their tipi, and the children would listen to stories for hours while they ate dried fruit and jerky.

### For the Student:

Does your mother tell you to play near home? Does your mother want you at home when it’s dark? Ute mothers want their children to be safe too, so they told this story to their children.

### Lesson:

[Read “Child Snatcher and the Boy” to the children.]

“Child  
Snatcher  
and the  
Boy”

**Review Questions:**

1. What could the boy have done to stay safe?
2. What did the father say to See-atch?
3. What can you do to be safe from strangers?

Students color “See-atch  
and Ah-Puch” (drawing

“See-atch  
and  
Ah-Puch”  
(drawing),  
crayons

**Optional Activity:**

Children could write their own folktale about being safe, individually or in groups. Folktales should be read to the class.

# CHILD SNATCHER (SEE-ATCH) AND THE BOY (AH-PUCH)

Once an Indian family lived near the woods. One night they heard howls outside. The father looked out and saw something in the trees. It howled and howled. So he told this son, "Go and see what it is."

The boy went slowly. Then he peered out from behind the trees and saw See-atch. Because he was so afraid, he could not run. He looked again.

Then See-atch said, "Come here, boy, come here."

He answered "No, I will never come."

But See-atch said, "If you do not come to me now, I will come to get you when you play at night."

The boy ran home as fast as he could. He told his father that he had seen See-atch. But by the next night, he had forgotten all about it. He went out to play. He liked to be outside at night. He ran and laughed and sang.

Then he heard a noise. Suddenly See-atch grabbed him.

# CHILD SNATCHER (SEE-ATCH) AND THE BOY (AH-PUCH)

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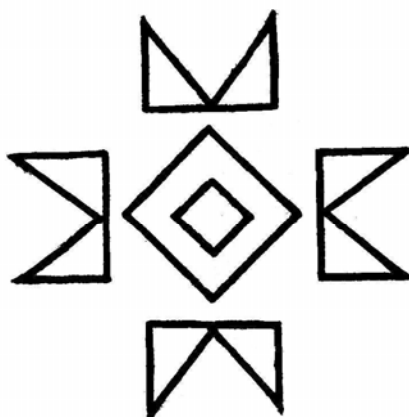
Then he heard a noise. Suddenly See-atch grabbed him.



See-atch still did not know that the boy was gone. He kept asking "Why are you so fat?" No one answered him. At last he reached his home. He started to put the boy down. Just then all the rocks fell out of his bag. He was very angry.

He went straight back to the boy's home. In an angry voice, he called to the boy "Come out, boy, come out now."

But the boy's father said "Go away, See-atch, and never come back to my home." And the boy never saw See-atch again.



# SEE-ATCH AND AH-PUCH



Moo-Chee Yoo: A Coloring Book

1992 Utah State Office of Education

## THE SHINNY GAME

### Core Curriculum:

Healthy Lifestyles—7500-03

### General Objective

Experience a Ute game.

### Materials Needed:

large playing area  
 ball (a soft ball, nerf ball, or even a newspaper ball)  
 stick for each player (a rolled up newspaper)  
 4-5 sheets of newspaper per child  
 masking tape  
 crayons  
 (optional, to make a ball: newspaper, tape and tinfoil)  
 “The Shinny Game”  
 “The Whiterocks Shinny Team”

### Concept

#### For the Teacher:

“Shinny” is an old Ute game, similar to hockey. The Utes use a curved stick, like a hockey stick. The game is called “Shinny”, partly because people in this game sometimes get hit on the shins.

Appropriate equipment for first grade must be comparatively soft. Sticks made from rolled up newspapers work well. Place 4-5 sheets of newspaper flat on top of each other. Roll them up from the long side, so they are as long as possible. Then tape around them in 4-5 places. (Children can color the tape to show which team they are on.)

Use a soft ball, 8”-12”. If you don’t have a soft ball, you can make a serviceable ball by crumpling a newspaper into a sphere, and winding tape around it. To see it easily, it can be covered in aluminum foil.

### Activity

### Materials Needed



**For the Student:**

Utes played many games. They made swings in the trees, and slides on the hills. They had guessing games, and games of skill. They played with bows and arrows. They played in rivers and lakes.

The game we are going to play today is a fast running game called Shinny.

**Activity:**

Read “The Shinny Game” to the class. Discuss the rules. Divide the class into two teams. Each team chooses a color. Make the “sticks”, each team coloring the tape stripes their color.

The class divides into two teams. The ball is placed in the middle of the playing field. The two teams line up on opposite sides of the ball, facing each other. Goals (lines) are set up on opposite ends of the field. At a signal, each team tries to hit the ball down the field and across the goal. The other team tries to stop them, and get the ball across their own goal.

newspaper,  
tape,  
crayons

ball, large  
playing  
area,  
“sticks”

## The Shinny Game

Needed: 1 ball  
A stick for each player  
a field with a goal line at each end

There are two goal lines--one at each end of the field. The ball is put at the center of the field.

The players are divided into two teams. Each player has a stick. The teams line up, one on each side of the ball.

The object of the game is to knock the ball past the other team, across the goal line.

(This game is somewhat like hockey. Utes say you can remember the name "Shinny" because when you play it, you sometimes get hit on the shins.)

# THE WHITEROCKS SHINNY TEAM

© 1992 Utah State Office of Education

Courtesy Thorne Studio, Vernal, Utah



First Grade: Unit2: Utes are  
Part of Our Community

Note for Teachers:

The Ute Indians have asked that the children not be tested individually on these lessons. If you wish to review this unit, it is suggested that it be done as a group activity.

Read the questions to the group, explaining any words you feel need to be explained. Invite them to volunteer answers, or comment on the question. This gives students an opportunity to reinforce their learning in a non-threatening way. It also echos the Indian communal style of sharing information, with each person's participation being valuable. It is appropriate and effective to gently encourage self-reporting. (Of course, at this age, expect student response to be limited.)

This also provides a time for students to add information or display objects, they have brought from home.

On questions #2 and #4 list answers on the board, and tell the children how many answers there are so they can write that number on their page.

Answer Key

First Grade: Unit 2: Utes are Part of Our Community

1. Circle the word for a Ute celebration.

~~HALLOWEEN~~     POW WOW     ~~VALENTINE'S DAY~~

2. How many Ute community workers can our class name? \_\_\_\_\_



3. Circle the sentence that is right.

Tabby was a peace leader.

~~Tabby was a war leader.~~

4. How many things do you know about Tabby?

5. Draw a line from the word to the right picture.

See-atch       
Boy     

Circle the right answer.

6. What did See-atch put in the bag?     boy     rocks

7. What did the Boy put in the bag?     boy     rocks

8. Circle the one who said "Go away  
See-atch, and never come back to my home."     See-atch     Boy     Father



Name \_\_\_\_\_

"Utes are Part of Our Community" Review

1. Circle the word for a Ute celebration.



HALLOWEEN



POW WOW



VALENTINE'S DAY

2. How many Ute community workers can our class name? \_\_\_\_\_

3. Circle the sentence that is right.

Tabby was a peace leader.

Tabby was a war leader.

4. How many things do you know about Tabb? \_\_\_\_\_

5. Draw a line from the word to the right picture.

See-atch

Boy



Circle the right answer.

6. What did See-atch put in the bag?



boy



rocks

7. What did the Boy put in the bag?



boy



rocks

8. Circle the one who said "Go away See-atch, and never come back to my home."



See-atch



Boy



Father